**Fundamental Movements Unit**

Relationship – location – movement – objective - explore by…

1. **Basic motor skills**
   1. **Locomotor / traveling patterns**

Walk

Run

Skip

Leap

Gallop

Hop

Jump

Leap

Dash

Dart

Whirl

Waddle

Skate

Bounce

Slide

Spin

Creep sneak

Slither

Crawl

Step

Stride

Shuffle

* 1. **Non-manipulative movements**

Bend

Twist

Bend

Turn

Stretch

Curl

Grip

Tense

Relax

Spread

Push

Pull

Press

Explode

Jerk

Twitch

Lower

Fold

Dangle

Contract

Stopping: Freeze, Pause, Anchor

Sinking: Melt, Flop, Collapse, Hammer, Deflate, Squash, Shrink

Rising: Evaporate, Float, Rise, Grow, Blossom, Swell, Inflate, Lif

Vibrating: Shake, Rattle, Gyrate, Wiggle, Squirm

1. **Relationships**

Individual/solo

Partners

Group

Between groups

Unison/Contrast

Mirror/matching

Lead/follow

Along side

Around

Surrounding

Meeting/parting

Through

In front/behind

Near/far

On/off

Over/under

Twisted

Wide/narrow

Symmetrical/non-symmetrical

1. **Spatial awareness**: where the body moves
   1. Personal /self Space: A fixed location and no one is allowed in it unless you invite them
   2. General Space
   3. Levels
      * High- above the shoulders
      * Medium- between the shoulders and the knees
      * Low- below the knees
   4. Directions
      * Movement directions: these movements depend on the direction the student is facing.
        1. Up
        2. Down
        3. Forward
        4. Backward
        5. Left
        6. Right
        7. Diagonal
        8. Clockwise
        9. Counterclockwise
      * Compass directions: are fixed directions and it does not matter which way a student is facing.
        1. North
        2. South
        3. East
        4. West
   5. Extensions/Flexsion
      * Far
      * Near
   6. Pathways

* Straight
* Curved
* Zig-Zag

1. **Effort:** how the body moves
   1. Speed (Fast-Slow)
   2. Force (Strong-light) (Tense-relax)
   3. Flow (Bound: this movement is able to be control like walking. Free: this movement is not able to be stopped like jumping in the air. )
2. **Goals/Objectives**
   1. How may in a row
   2. How long
   3. What’s a different way
   4. How far
   5. How accurate
   6. Find a way
   7. Apply….to the movement
   8. Make a sequence
   9. Try combinations
   10. Alternate
   11. Add
   12. Find another part of the body

Kindergarten and First Grade Lessons

Lesson #1 Learning assigned spots and class rules.

**NOTE:** Print stickers (Mailing labels with the row # and square color which represent each assigned seat) prior to the students coming to P.E. and give the stickers to each classroom teacher. Instruct the classroom teacher to place the stickers (In ABC order of last names) on the student’s chest just before they come to the gym. An example of the stickers: = Row #2 and the green square

2 G

* Once the students arrive to the gym, direct them to the assigned spot based on their sticker.
* Verify the grade book matching all students with their classroom teacher and their assigned spot. Make any adjustments as needed.
* Once all students have entered the gym and are sitting on their sticker spot

Instruct the students to:

* + look at their assigned spot (Row # and square color) and tell them to remember it.
  + take one step away from your spot and stop (Freeze position)
    - Explain the following positions:
      * Freeze = knees bent with hands on knees facing the teacher
      * Ready = Same as freeze but hands are up in front of the body at chest level
      * Yoga positions = are challenge positions for students to perform while receiving instructions from the teacher. Examples: catcher, tree, lateral squats, etc.
  + step back to their spot and stand on it.
  + ask the students to repeat the coaches names.
  + take two steps away from their spot and “Freeze”.
  + Ask ‘What are the names of the coaches”
  + Step back to your spot.
  + Repeat this process while adding one more step away from their spot in addition to giving them one new class rule.
    - Rules:
      * Hallway expectations
      * Entering the gym
      * Bathroom procedures
      * Water procedures
      * Proper clothing
      * Character Ed. Words:
        + Self-control, Responsibility, Respect, Honesty, Etc.

Incorporate character words (Self-control, respect, etc.)…define the words and present several examples. Reinforce these words from day one.

* + - * Equipment: how to retrieve, return and handle items properly
        + use some equipment (Like a bean bag) for the students to retrieve and utilizes/manipulate.
        + Place bean bags all along the walls…instruct the students to retrieve one bag and walk back to their spot while passing the bags around their waist from one hand to the other.
        + Instruct the students to perform movements with the bag while asking them questions about the class rules.
* Yoga breathing and positions ( use as a tool to maintain class control)
  + Teach the breathing ( 4 seconds in and 4 seconds out)
  + Example: put your equipment away and get in the warrior pose while on your assigned spot.

Lesson #2

* Review and practice finding their assigned spots.

Note: place lots and lots of sticky notes all over the gym walls before the students arrive.

* After review…instruct the students to retrieve one sticky note, place it on their belly button and walk back to their spot. After all the students are standing on their spot instruct the students to place “Mr. Sticky” on different body parts and utilize as many “Fundamental movement ” words for the students to move and place Mr. Sticky.
* Example: Place Mr. Sticky on one of your **knees**…now **slowly** **pull** Mr. Sticky off your knee **bend** over from the **waist** and place him on the **opposite** foot from your knee. The key words in this example are: the body parts (Knee & foot& waist), the relationship of (opposite), the effort of (slowly), and the non-manipulative movement ( bend).
* Continue instructing the students to locate body parts and practice different movements.
* \*\*\*\* write out several movement sentences to ensure many different movements are presented to the students!!!!!!!!!!!!!!!!!!!!!!
* Ensure to use contrasting concepts (the teacher will demonstrate a movement and students must perform a contrasting movement)

Lesson # 3

* Parachute: develop listening skills, following directions, basic movements and working with others.
  + Where and how to sit at the Parachute.
    - Cross legs
    - kneel
    - Stand
    - Squat
  + How to hold the Parachute.
  + “Tighten the Parachute” = step out/backward and pull slightly in order to fully stretch the Parachute out.
  + Moving together as a group
  + Write out several movement sentences
    - Shake the Parachute as fast/slow as you can
    - Small/Large waves
    - Squat-lift-extend arms over head
      * Call out a color and have the students who are touching that color to run under the Parachute to the middle and clap three times and then run back to their spot.
  + Popcorn
  + Moon walk
  + Good night/ Good morning
  + Igloo

Lesson #4

* Personal space and general space
* **Note**: explain the concept of when moving/traveling you must keep your head up, look in the direction you are going and you should be able to perform a controlled stop.
  + Idea…….Walk with a bean bag on head?????
* Ideas:
  + Scarves and hoops= waive scarves around the body and hold the hoops to create the bubble
    - What ways can you move your body in personal space?
    - What speed?
    - What levels?
  + Place hoops on the floor…instruct the students to walk around the gym without stepping inside any of the hoops…”Freeze”…instruct the students to stand inside a hoop…one student per hoop…and perform some type of movement= touch their toes, cross their arms and twist back and forth. \*\*\*\* How can you find open spaces so that your personal space does not touch someone else?
  + Move through general space while holding the hoop around their waist. Instruct one colored hoop to sit and spin and have a second color stand with legs apart and arms fully extended away from the body while they twist from side to side. All other colors will walk through general space making sure they do not touch other students
  + Hoop Twister= play music..when it stops…the teacher will call out a color and a body part (green, hand)…then the students must find a green hoop and place their hand on the floor inside the green hoop…NOTE: there will be more than one student in a hoop…no pushing, look for open or less crowded hoops.
    - * Create index cards with body parts and colors or spinners
  + Half the students hold their hoop on the floor and instruct the other half of the students to travel around the gym and step through the hoops.

Lesson #5

* Learn the different exercises.
* Parachute again at the end

Lesson #6

* Explore working and moving with a partner.
* Instruct t the students on how to select a partner.
* Practice sitting front to back, side by side, back to back.
* Have one partner move to a different location while their partner waits for the signal from the teacher move to their partner’s new location.
* Instruct the students to form a circle (Have 4 or 5 groups “Must be even numbers”)…every other student will sit on the floor…the standing group passes one colored noodle (Equipment) while the sitting group passes a different colored piece of equipment.
* \*\*\*\*\*create movements using a piece of equipment (Scarf/beanbag/etc.)

Lesson #7

* Locomotor patterns: Instruct students to travel through general space performing each of the locomotor patterns.
* Incorporate using a piece of equipment
* Reinforce space awareness

Lesson #8

* Explore the different pathways (reinforce the different locomotor patterns)
* Tape the different pathways on the floor
* Line cones in the different pathways
* Give the students a jump rope and have them create the different pathways and travel in that pattern.
* The “Poison Forest” = noodles and cones

Lesson #9

* Jumping and landing: instruct the basic mechanics (prepare-execute(takeoff)-recover(land)) Reinforce good mechanics…think about what type of jump you are doing and what changes need to be made in order to produce a quality jump for that situation. How far to squat…arm swing…take off angle…landing and absorbing the shock
  + Explore jumping:
    - Height
    - Distance
    - Laterally
    - Take off with one foot and land with two feet
    - Run and jump
    - Jump and create a movement while in the air (star jump)
    - Over objects
    - On and off

Lesson #10

* Jumping and landing
  + Stations
    - Gator pit
    - Spring board
    - Numbers/ Letters on a sheet of large paper
    - Tug of war rope
    - Cones
    - A stack of mats
    - Noodle hurdles
    - Mailbox mats
    - Polyspots
    - Crayons – jump-make a mark on the paper taped to the wall
    - Hold a deck ring with a partner
    - Squeeze a ball between your knees
    - Jump for distance
    - Hop-scotch
    - Colored hoop sequence
    - Hoop tied to a rope and pulled by a partner
    - Jump vertical and knock off disk on top of a cone with a noodle
    - Jump and strike a ball suspended from the basketball rim
    - Jump while holding a disk with a ball inside without dropping
    - Jump and perform 1/2 , ¼, full turns in the air

Lesson #11

* Jump rope: use rope on the floor..each student has their own rope.

Lesson #12

* Jump rope: how to hold the rope, starting position, manipulating the rope up and over the head.

Lesson #13

* Jump rope: self turned: Swing the rope up over the head and have it land on the floor in front of the body. Instruct the students to stop their swing and keep the rope on the floor. Then, instruct them to jump forward over the rope ( make sure the students are taking off and landing on both feet). Next, start the process over…each time the process should speed up.

Lesson #14

* Jump rope: self turned

Lesson #15

* Jump rope: self turned

++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++++

Use this for relationships and partners

* + Bed sheets cut in half or thirds to make small parachutes…have the students get into groups of 5. One student will hold each of the corners and the last student will perform all the movements. Or maybe with hoops and only three students.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**Second Grade Lessons**

Lesson #1

Learning assigned spots and class rules.

* Print stickers prior to the students coming to P.E., give them to their classroom teachers, ask the classroom teacher to place the stickers (In ABC order of last names) on the student’s chest.
* Once the students arrive to the gym. Direct them to the assigned spot based on their sticker.
* Once all students have entered the gym and are sitting on their sticker spot instruct them to stand on their spot and tell them one of the coach’s names…have them repeat the name.
* Instruction:
  + look at their spot (Color and Number) and tell them to remember it.
  + take one step away from their spot and stop( Freeze position)…explain the freeze position and have them practice, also explain and practice (Yoga positions: catcher, tree, etc. while listening to instructions.
  + step back to their spot and stand on it.
  + Once on their spot… ask them what the first coach’s name and to call it out.
  + tell the student s the next coach’s name and have them repeat their name.
  + take two steps away from their spot and “Freeze”.
  + Ask ‘What are the names of the coaches”
  + Step back to your spot.
  + Repeat this process while adding one more step away from their spot in addition to giving them one new class rule.
    - Create a way to use some equipment (Like a bean bag) for the students to retrieve and utilizes/manipulate.
    - Place bean bags all along the walls…instruct the students to retrieve one bag and walk back to their spot while passing the bags around their waist from one hand to the other.
    - Instruct the students to perform movements with the bag while asking them questions about the class rules.

Incorporate character words (Self-control, respect, etc.)…define the words and present several examples. Reinforce these words from day one.